Library Scope and Sequence (Big6 Framework)

Step 5: SYNTHESIS / CyberCurriculum (Mar.)

Grade 1

Ohio Library Guidelines

* Use the information and communicate findings orally, visually or in writing. (IL:E:4)

* Use teacher- or librarian-selected Web sites to find information or learn new things. (TL:B:2)

**CommonSense Media**

* Sending Email
  + Understand that the Internet provides a means of communicating with *real* people.
  + Describe how email messages are sent and received.
  + Demonstrate an appreciation of how real people send messages to one another on the Internet through a role-play activity.

* Screen Out the Mean
  + Analyze online behaviors that could be considered cyberbullying
  + Explain how to deal with a cyberbullyihng situation.
  + Recognize the importance of engaging a trusted adult if they experience cyberbullying.
    - "If it makes you uncomfortable, tell an adult."
* Show Respect Online
  + Understand how to show respect in social situations.
  + Recognize the importance of tone in both face-to-face and online communications.
  + Learn rules for writing clear and respectful emails by editing an email message.
    - "Comment, compliment, connect, make suggestions." - Max's Blog

**CyberSmart**

* Sending Email
  + Define "communicate"
  + Describe communications inventions
  + Recognize the computer as a device used to communicate
  + Explain that cyberspace is a means of communicating with *real* people
  + Draw pictures to show cyberspace connections between real people

**Activities / Components**

**CommonSense Media**

* [Sending Email](http://www.commonsensemedia.org/sites/default/files/k-5-digitallife-sendingemail-lessonplan.pdf)

|  |  |
| --- | --- |
| * + 1. Observe an email exchange between two teachers.     2. Participate in an imaginative role-play that helps them envision how messages are transmitted online. | * + 1. [Emails in Print student handout](http://www.commonsensemedia.org/sites/default/files/k-5-digitallife-sendingemail-handout.pdf) |

* + Extension: Students draw pictures of themselves sending a message to others online and level the actions "send," "receive," "email," and "Internet."
  + Homework: Students compose an email message to someone they know.

**CyberSmart**

* Sending Email

|  |  |
| --- | --- |
| [Spread the News!](http://cybersmartcurriculum.org/challenges/lessons/k-1/spread_the_news/) | [Spread the News student coloring page](http://cybersmartcurriculum.org/assets/files/activitysheets/k-1/Spread_The_News.pdf) |

* + Children learn what it means to communicate, recognize the computer as a communication invention, and plan their own way to communicate a message.

|  |  |
| --- | --- |
| [Cyberspace at School](http://cybersmartcurriculum.org/challenges/lessons/k-1/cyberspace_at_school/) | [Cyberspace at School student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/k-1/Cyberspace_At_School.pdf) |

* Children explore the concept of cyberspace as a means of communicating with *real* people within their school.

PLPohio

* Show Respect Online
  + Learn rules for writing clear and respectful emails by editing an email message.
    - "Comment, compliment, connect, make suggestions." - Max's Blog

**Additional Resources**

*See also* PLPDublineDallas10 - 1st Grade Lessons and Resources

<http://plpohiodallas10.wikispaces.com/1st+Grade+Lessons+and+Resources>

**Ideas we post on the internet must be responsible and respectful.** People look to the internet for information. It is our responsibility to keep the information we post accurate, respectful, and responsible, Our postings reflect us. As others follow our work, they begin to view us as responsible or not. It is important to contribute positively to the world. In the fable "The Boy Who Cried Wolf", the boy gives information to the people that is untrue. They immediately act upon what they have heard because they trust the boy. The people soon begin to realize that they can no longer believe everything they are told. Read the story "The Boy who Cried Wolf" or watch the [video](http://player.discoveryeducation.com/index.cfm?guidAssetId=7A95374E-4E6F-4281-95B9-57553DE01843&blnFromSearch=1&productcode=US)( 3 min. 5 sec). Discuss how we need to be sure that information we post on the internet is accurate, responsible, and respectful. Remember that our posts reflect us.

Suggested Teacher Discussion Questions:

* What does it mean to be responsible on the internet?
* How do you blog and comment respectfully?

Pasted from <<http://plpohiodallas10.wikispaces.com/1st+Grade+Lessons+and+Resources>>

BrainPOP, Jr.

**E-mail**

Welcome to the world of e-mail! In this movie, you’ll learn about netiquette, and how to safely communicate through email, or electronic mail. You’ll find out the parts of an email address, like the username and domain. Annie and Moby explain the “to,” “from,” and “subject” fields, as well as how to “reply,” “reply all,” and “forward” messages. See how to attach files, like photos, pictures, documents, and videos from your computer to emails.

<http://www.brainpopjr.com/artsandtechnology/technology/email/preview.weml>

**Blogs**

In this movie, you’ll learn about different blogs on the Internet, such as personal blogs, classroom blogs, photo blogs, and more. Explore different parts of a blog, such as the tags, links, archives, and comments section. Learn how to participate in the blogosphere by being an author or contributor who publishes entries to an online journal. Find out how reading and commenting on blogs can be a great way to share ideas, opinions, and information!

<http://www.brainpopjr.com/artsandtechnology/technology/blogs/preview.weml>

Grade 2

**Ohio Library Guidelines**

* Use information to communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:5)
  + Activity: Fairy Tale News (rewrite a fairy tale as a news article. Illustrate.)

**CommonSense Media**

* My Online Community
  + Consider what it means to go online and use the Internet.
  + Compare and contrast how they are connected to different people and places, in person and on the Internet.
  + Demonstrate an understanding of how people can connect on the Internet by drawing a map of their online community.
* Screen Out the Mean
  + Analyze online behaviors that could be considered cyberbullying
  + Explain how to deal with a cyberbullyihng situation.
  + Recognize the importance of engaging a trusted adult if they experience cyberbullying.
* Show Respect Online
  + Understand how to show respect in social situations.
  + Recognize the importance of tone in both face-to-face and online communications.
  + Learn rules for writing clear and respectful emails by editing an email message.

**CyberSmart**

* Communication Inventions
  + Explain that people need and want to communicate
  + Identify inventions used to communicate, including the Internet
  + Compare and contrast communications inventions
* What is CyberSpace?
  + Consider what it means to go into cyberspace
  + Recognize that to go "online," "into cyberspace," and "on the Internet" mean the same thing
  + Draw a map showing the connections between people using computers to communicate in cyberspace
* Cyberbullying
  + Analyze face-to-face behaviors that could be considered bullying.
  + Generate multiple solutions for dealing with a face-to-face bullying situation.
  + Devise and communicate a set of “No Bullying” rules for the classroom or school.
* Is That Fair?
  + Analyze online behaviors that could be considered cyberbullying.
  + Generate multiple solutions for dealing with a cyberbullying situation.
  + Create a slogan telling what students can do when they encounter cyberbullying.
* Netiquette
  + Give examples of good manners in social situations
  + Apply "netiquette" rules to edit an E-mail message
* Authentic Learning
  + Identify, describe, and investigate a real-world problem.
  + Collaborate with other students to propose a solution or message to a specified audience.
  + Apply the writing process, including reflection, to produce a formal communication.

**Activities / Components**

**CommonSense Media**

* [Sending Email](http://www.commonsensemedia.org/sites/default/files/k-5-digitallife-sendingemail-lessonplan.pdf)
  + Understand that the Internet provides a means of communicating with *real* people.
  + Describe how email messages are sent and received.
  + Demonstrate an appreciation of how real people send messages to one another on the Internet through a role-play activity.
* [My Online Community](http://www.commonsensemedia.org/sites/default/files/k-5-digitallife-myonlinecommunity-lessonplan.pdf)

|  |  |
| --- | --- |
| Make a map to show the different relationships people have with friends, family, and community online. | * + 1. [Online Community Map student handout](http://www.commonsensemedia.org/sites/default/files/k-5-digitallife-myonlinecommunity-handout.pdf) |

* + Extension: Students collaborate in groups to create a large map of their collective online community on mural-sized paper.
  + Homework: Students create a map of their family's online community.
* [Screen Out the Mean](http://www.commonsensemedia.org/sites/default/files/k-5-connectedculture-screenoutmean-lessonplan.pdf)

|  |  |
| --- | --- |
| 1. Read scenario about mean online behavior and answer questions about it. 2. Create a simple tip sheet on cyberbullying. | 1. [STOP Cyberbullying student handout](http://www.commonsensemedia.org/sites/default/files/k-5-connectedculture-screenoutmean-handout.pdf) |

* Extension: Students are introduced to cyberbullying scenarios and discuss how the characters involved might feel.
* Homework: Students choose a trusted adult to talk to about cyberbullying and work with them to create a STOP cyberbullying poster for their room.
* [Show Respect Online](http://www.commonsensemedia.org/sites/default/files/k-5-connectedculture-showrespectonline-lessonplan.pdf)

|  |  |
| --- | --- |
| 1. Edit an email message to make it clearer and more formal. | 1. [Email Edit student handout](http://www.commonsensemedia.org/sites/default/files/k-5-connectedculture-showrespectonline-handout.pdf) |

* Extension: Students write and edit a formal email communication to their teacher about a homework assignment.
* Homework: Students review the rules of clear email communication and compose an email with a family member.

CyberSmart

* Communication Inventions

|  |  |
| --- | --- |
| [What's the Big Idea?](http://cybersmartcurriculum.org/challenges/lessons/2-3/whats_the_big_idea/) | [What's the Big Idea? Student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/Whats_The_Big_Idea.pdf) |

* + Students recognize people's need and desire to communicate as they describe and classify past and present communications inventions.
* What is Cyberspace?

|  |  |
| --- | --- |
| [My Cyberspace Neighborhood](http://cybersmartcurriculum.org/challenges/lessons/2-3/my_cyberspace_neighborhood/) | [My Cyberspace neighborhood drawing page](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/My_Cyberspace_Neighborhood.pdf) |

* + Students explore the concept of cyberspace as a means of connecting people and explain how the ability for people to communicate can unite a neighborhood.
* Cyberbullying

|  |  |
| --- | --- |
| [Everyone Wants Friends](http://cybersmartcurriculum.org/cyberbullying/lessons/2-3/everyone_wants_friends/) | [Everyone Wants Friends student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/Everyone_Wants_Friends.pdf) |

* + Students examine face-to-face bullying behaviors and identify why these behaviors create problems. They role-play to find ways to resolve the problem and create a poster of “No Bullying” rules.
* Is That Fair?

|  |  |
| --- | --- |
| [Is That Fair?](http://cybersmartcurriculum.org/cyberbullying/lessons/2-3/is_that_fair/) | [Is That Fair student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/Is_That_Fair.pdf) |

* + Students learn that bullying behaviors may take place when they are online. They brainstorm slogans to remind one another that they can get help from a trusted adult.
* Netiquette

|  |  |
| --- | --- |
| [Good Manners Everywhere](http://cybersmartcurriculum.org/mannersbullyingethics/lessons/2-3/good_manners_everywhere/) | [Good Manners Everywhere student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/Good_Manners_Everywhere.pdf) |

* + Students discuss good manners in the real world and learn some do's and don'ts when using E-mail in cyberspace.
* Authentic Learning

|  |  |
| --- | --- |
| [The Power of Writing](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/Good_Manners_Everywhere.pdf) | [The Power of Writing student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/the_power_of_writing.pdf) |

* + Students are guided through a multi-lesson project to identify a real-world problem, investigate the problem, and communicate a written message to an audience outside their classroom.

**Additional Resources**

**BrainPOP, Jr.**

**E-mail**

Welcome to the world of e-mail! In this movie, you’ll learn about netiquette, and how to safely communicate through email, or electronic mail. You’ll find out the parts of an email address, like the username and domain. Annie and Moby explain the “to,” “from,” and “subject” fields, as well as how to “reply,” “reply all,” and “forward” messages. See how to attach files, like photos, pictures, documents, and videos from your computer to emails.

<http://www.brainpopjr.com/artsandtechnology/technology/email/preview.weml>

**Blogs**

In this movie, you’ll learn about different blogs on the Internet, such as personal blogs, classroom blogs, photo blogs, and more. Explore different parts of a blog, such as the tags, links, archives, and comments section. Learn how to participate in the blogosphere by being an author or contributor who publishes entries to an online journal. Find out how reading and commenting on blogs can be a great way to share ideas, opinions, and information!

<http://www.brainpopjr.com/artsandtechnology/technology/blogs/preview.weml>

*See also* PLPDublineDallas10 - 2nd Grade Lessons and Resources

<http://plpohiodallas10.wikispaces.com/2nd+Grade+Lessons+and+Resources>

Grade 3

Ohio Library Guidelines

* Summarize and draw conclusions about information gathered. (IL:E:4)
* Communicate findings orally, visually or in writing and draw conclusion about findings. (IL:E:7)

**CommonSense Media**

* My Online Community
  + Consider what it means to go online and use the Internet.
  + Compare and contrast how they are connected to different people and places, in person and on the Internet.
  + Demonstrate an understanding of how people can connect on the Internet by drawing a map of their online community.
* Screen Out the Mean
  + Analyze online behaviors that could be considered cyberbullying
  + Explain how to deal with a cyberbullyihng situation.
  + Recognize the importance of engaging a trusted adult if they experience cyberbullying.
* Show Respect Online
  + Understand how to show respect in social situations.
  + Recognize the importance of tone in both face-to-face and online communications.
  + Learn rules for writing clear and respectful emails by editing an email message.

**CyberSmart**

* Communication Inventions
  + Explain that people need and want to communicate
  + Identify inventions used to communicate, including the Internet
  + Compare and contrast communications inventions
* What is CyberSpace?
  + Consider what it means to go into cyberspace
  + Recognize that to go "online," "into cyberspace," and "on the Internet" mean the same thing
  + Draw a map showing the connections between people using computers to communicate in cyberspace
* Cyberbullying
  + Analyze face-to-face behaviors that could be considered bullying.
  + Generate multiple solutions for dealing with a face-to-face bullying situation.
  + Devise and communicate a set of “No Bullying” rules for the classroom or school.
* Is That Fair?
  + Analyze online behaviors that could be considered cyberbullying.
  + Generate multiple solutions for dealing with a cyberbullying situation.
  + Create a slogan telling what students can do when they encounter cyberbullying.
* Netiquette
  + Give examples of good manners in social situations
  + Apply "netiquette" rules to edit an E-mail message
* Authentic Learning
  + Identify, describe, and investigate a real-world problem.
  + Collaborate with other students to propose a solution or message to a specified audience.
  + Apply the writing process, including reflection, to produce a formal communication.

**Activities / Components**

**CommonSense Media**

* [Sending Email](http://www.commonsensemedia.org/sites/default/files/k-5-digitallife-sendingemail-lessonplan.pdf)
  + Understand that the Internet provides a means of communicating with *real* people.
  + Describe how email messages are sent and received.
  + Demonstrate an appreciation of how real people send messages to one another on the Internet through a role-play activity.
* [My Online Community](http://www.commonsensemedia.org/sites/default/files/k-5-digitallife-myonlinecommunity-lessonplan.pdf)

|  |  |
| --- | --- |
| Make a map to show the different relationships people have with friends, family, and community online. | * + 1. [Online Community Map student handout](http://www.commonsensemedia.org/sites/default/files/k-5-digitallife-myonlinecommunity-handout.pdf) |

* + Extension: Students collaborate in groups to create a large map of their collective online community on mural-sized paper.
  + Homework: Students create a map of their family's online community.
* [Screen Out the Mean](http://www.commonsensemedia.org/sites/default/files/k-5-connectedculture-screenoutmean-lessonplan.pdf)

|  |  |
| --- | --- |
| 1. Read scenario about mean online behavior and answer questions about it. 2. Create a simple tip sheet on cyberbullying. | 1. [STOP Cyberbullying student handout](http://www.commonsensemedia.org/sites/default/files/k-5-connectedculture-screenoutmean-handout.pdf) |

* Extension: Students are introduced to cyberbullying scenarios and discuss how the characters involved might feel.
* Homework: Students choose a trusted adult to talk to about cyberbullying and work with them to create a STOP cyberbullying poster for their room.
* [Show Respect Online](http://www.commonsensemedia.org/sites/default/files/k-5-connectedculture-showrespectonline-lessonplan.pdf)

|  |  |
| --- | --- |
| 1. Edit an email message to make it clearer and more formal. | 1. [Email Edit student handout](http://www.commonsensemedia.org/sites/default/files/k-5-connectedculture-showrespectonline-handout.pdf) |

* Extension: Students write and edit a formal email communication to their teacher about a homework assignment.
* Homework: Students review the rules of clear email communication and compose an email with a family member.

CyberSmart

* Communication Inventions

|  |  |
| --- | --- |
| [What's the Big Idea?](http://cybersmartcurriculum.org/challenges/lessons/2-3/whats_the_big_idea/) | [What's the Big Idea? Student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/Whats_The_Big_Idea.pdf) |

* + Students recognize people's need and desire to communicate as they describe and classify past and present communications inventions.
* What is Cyberspace?

|  |  |
| --- | --- |
| [My Cyberspace Neighborhood](http://cybersmartcurriculum.org/challenges/lessons/2-3/my_cyberspace_neighborhood/) | [My Cyberspace neighborhood drawing page](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/My_Cyberspace_Neighborhood.pdf) |

* + Students explore the concept of cyberspace as a means of connecting people and explain how the ability for people to communicate can unite a neighborhood.
* Cyberbullying

|  |  |
| --- | --- |
| [Everyone Wants Friends](http://cybersmartcurriculum.org/cyberbullying/lessons/2-3/everyone_wants_friends/) | [Everyone Wants Friends student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/Everyone_Wants_Friends.pdf) |

* + Students examine face-to-face bullying behaviors and identify why these behaviors create problems. They role-play to find ways to resolve the problem and create a poster of “No Bullying” rules.
* Is That Fair?

|  |  |
| --- | --- |
| [Is That Fair?](http://cybersmartcurriculum.org/cyberbullying/lessons/2-3/is_that_fair/) | [Is That Fair student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/Is_That_Fair.pdf) |

* + Students learn that bullying behaviors may take place when they are online. They brainstorm slogans to remind one another that they can get help from a trusted adult.
* Netiquette

|  |  |
| --- | --- |
| [Good Manners Everywhere](http://cybersmartcurriculum.org/mannersbullyingethics/lessons/2-3/good_manners_everywhere/) | [Good Manners Everywhere student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/Good_Manners_Everywhere.pdf) |

* + Students discuss good manners in the real world and learn some do's and don'ts when using E-mail in cyberspace.
* Authentic Learning

|  |  |
| --- | --- |
| [The Power of Writing](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/Good_Manners_Everywhere.pdf) | [The Power of Writing student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/the_power_of_writing.pdf) |

* + Students are guided through a multi-lesson project to identify a real-world problem, investigate the problem, and communicate a written message to an audience outside their classroom.

**Additional Resources**

You're Not Alone (ThinkUKnow; video cartoon)

<http://www.thinkuknow.co.uk/5_7/hectorsworld/Episode6/>

[Professor Garfield](http://www.infinitelearninglab.org/)  from the Virginia Department of Education is a series of 3 cartoon videos that discuss internet safety, cyber bullying and Facts/Opinions.

Its safety catch phrase is **YAPPY**. It reminds kids to protect...

Your full name

Address

Phone number

Password

Your plans

It also introduces the idea of **Surf Smart** which is information you can share on the internet (jokes, fav. TV show...)

Pasted from <<http://plpohiodallas10.wikispaces.com/3rd+Grade+Lessons+and+Resources>>

Grade 4

Ohio Library Guidelines

* Identify ways information can be presented (e.g., text, visual information on a map, information displayed in pictures or as graphics). (IL:D:3)

* Summarize and draw conclusions about information gathered. (IL:E:5)

* Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8)

**CommonSense**

Digital Life

* Rings of Responsibility
  + Consider their responsibilities to their offline community.
  + Reflect on their responsibilities to their online communities.
  + Learn that good digital citizens are responsible and respectful in the digital world (and beyond).

Connected Culture

* Power of Words
  + Empathize with those who have received mean and hurtful messages.
  + Judge what it means to cross the line from harmless to harmful communication online.
  + Generate solutions for dealing with cyberbullying.
* Writing Good Emails
  + Demonstrate that they understand the difference between effective and ineffective email communications.
* Show Respect Online
  + Understand how to show respect in social situations.
  + Recognize the importance of tone in both face-to-face and online communications.
  + Learn rules for writing clear and respectful emails by editing an email message.

**CyberSmart**

* Cyber Citizenship
  + Define cyber citizens as members of a globally-connected community
  + Describe some responsibilities and privileges of cyber citizens
  + Explain how the power of the Internet enables people all over the world to share opinions
  + Describe school district's Acceptable Use Policy (AUP)
  + Describe consequences of misusing school computers/network
  + Identify need for Acceptable Use Policies
  + Explain how the Internet makes it easier to be a good citizen
  + Explain how to use E-mail to communicate with community leaders
  + Recall safety rules for protecting private information when using Web mail
* Communication Inventions
  + Give examples of communications inventions, including the Internet
  + Describe advantages and disadvantages of communication inventions of the past and present
* What is Cyberspace?
  + Differentiate cyberspace from actual places and fantasy places
  + Draw a map, visually representing their conception of cyberspace within the U.S.
  + Infer that communication through computers connected to the Internet is common to all cyberspace experiences
* Cyberbullying
  + Analyze behaviors that could be considered cyberbullying.
  + Generate solutions for dealing with a cyberbullying situation on a children's game Web site.
  + Use creative thinking to suggest ways for students to handle feelings of anger.
* Netiquette
  + Recognize good and bad manners when using E-mail
  + Edit an E-mail message to demonstrate understanding of good manners

**Activities / Components**

CommonSense Media

* [Rings of Responsibility](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/K-5-DigitalLife-RingsResponsibility-LessonPlan.pdf)

|  |  |
| --- | --- |
| 1. Brainstorm about the communities they are a part of. 2. Sit in circles representing each ring of responsibility, and stand up to answer questions about responsibilities to these rings offline and online. 3. Make connections from different scenarios to the correlating ring of responsibility. 4. Draw comic strips showing the consequences of irresponsible behavior online | 1. [My Rings of responsibility student handout](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/K-5-DigitalLife-RingsResponsibility-MyRings-Handout.pdf) 2. [Save the Day! Student handout](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/K-5-DigitalLife-RingsResponsibility-SaveTheDay-Handout.pdf) |

* [**Power of Words**](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/K-5-ConnectedCulture-PowerWords-LessonPlan.pdf)

|  |  |
| --- | --- |
| 1. **Adopt the perspectives of other kids who've been cyberbullied.** 2. **Compare similarities and differences between in-person versus online communication.** 3. **Brainstorm ways to respond to cyberbullying.** | 1. [Words Can Hurt student handout](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/K-5-ConnectedCulture-PowerWords-WordsCanHurt-Handout.pdf) 2. [Talk and Take Action student handout](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/K-5-ConnectedCulture-PowerWords-TalkTakeAction-Handout.pdf) |

* [Writing Good emails](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/K-5-ConnectedCulture-WritingGoodEmails-LessonPlan.pdf)

|  |  |
| --- | --- |
| 1. Recognize that facial and vocal cues are absent in online and email communication 2. Learn tips about goof ways to communicate by email. 3. Edit an ineffective message to make it more effective. | 1. [Say It Right student handout](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/K-5-ConnectedCulture-WritingGoodEmails-SayItRight-Handout.pdf) |

* Extension: Write a sample email that is purposively ineffective, switch with a classmate, and then rewrite them to be better.
* Homework: Share good email tips with parents, and then review an email that a parent or family member has written and assess its effectiveness.
* Show Respect Online

**CyberSmart**

* Cyber Citizenship

|  |  |
| --- | --- |
| 1. [Citizens of Cyberspace](http://cybersmartcurriculum.org/mannersbullyingethics/lessons/4-5/citizens_of_cyberspace/) | 1. [Citizens of Cyberspace student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Citizens_Of_Cyberspace.pdf) |

* Students learn that Internet users are citizens of a global community with the power to share ideas with people around the world.

|  |  |
| --- | --- |
| 1. [Understand Your Acceptable Use Policy](http://cybersmartcurriculum.org/mannersbullyingethics/lessons/4-5/understand_your_acceptable_use_policy/) | 1. [Understand Your AUP student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Understand_Your_Acceptable_Use_Policy.pdf) |

* Acceptable Use Policy (AUP) contracts encourage responsible behavior by students and staff and give administrators enforceable rules for acceptable use of school computers. Students will interpret and make inferences about their school's AUP.

|  |  |
| --- | --- |
| 1. [Speak Out!](http://cybersmartcurriculum.org/mannersbullyingethics/lessons/4-5/speak_out/) | 1. [Speak Out! student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Speak_Out.pdf) |

* Students learn that, as citizens of their country, they have a responsibility to speak out on important issues and that the Internet provides easy ways to do so.
* Communication Inventions

|  |  |
| --- | --- |
| 1. [Great Communicators](http://cybersmartcurriculum.org/challenges/lessons/4-5/great_communicators/) | 1. [Great Communicators student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Great_Communicators.pdf) |

* Students consider great communications inventions, including the Internet, and assess advantages and disadvantages of each.
* What Is Cyberspace?

|  |  |
| --- | --- |
| 1. [Cyberspace Country](http://cybersmartcurriculum.org/challenges/lessons/4-5/cyberspace_country/) | 1. [Cyberspace Country student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Cyberspace_Country.pdf) |

* Students contrast cyberspace with actual and fantasy places, learning that cyberspace is where *real* people connect using computers and *real* experiences take place. Then they visually express their understanding of the geography of cyberspace in the U.S.
* Cyberbullying

|  |  |
| --- | --- |
| 1. [The Power of Words](http://cybersmartcurriculum.org/cyberbullying/lessons/4-5/the_power_of_words/) | 1. [The Power of Words student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/The_Power_of_Words.pdf) |

* Students consider that while they are enjoying their favorite children's Web sites, they may encounter messages from other children that can make them feel angry, hurt, sad, or fearful. They explore ways to handle a particular cyberbullying situation, learn some basic prevention rules, and propose actions to take to calm down when online language makes them angry.
* Netiquette

|  |  |
| --- | --- |
| 1. [Good Email Manners](http://cybersmartcurriculum.org/mannersbullyingethics/lessons/4-5/good_email_manners/) | 1. [Good Email Manners student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Good_Email_Manners.pdf) |

* Students learn good manners dos and don'ts when sending E-mail.

**Additional Resources**

**Digital Citizenship Intro** (video, 2:24) <http://vimeo.com/16366619>

**BrainPOP**

Digital Etiquette: <http://www.brainpop.com/technology/computersandinternet/digitaletiquette/>

Cyberbullying: <http://www.brainpop.com/technology/computersandinternet/cyberbullying/>

**Email and IM**

You’ve got mail! In this BrainPOP movie, Tim and Moby introduce you to the mysterious workings of email and IM. You’ll find out about the program your computer uses to read, write, and receive mail, and the simple definitions of complicated-sounding terms like SMTP and POP. You’ll learn where the addresses of computers are stored on the Internet, and see how YOUR computer goes about contacting your friends’ computers. Also, you’ll discover the differences between email and instant messaging, and how your IM client knows who’s online and available to chat! Finally, you’ll get a few important safety tips for all online communication. Now you’re ready to send!

<http://www.brainpop.com/technology/computersandinternet/emailandim/preview.weml>

**Blogs:** <http://www.brainpop.com/technology/computersandinternet/blogs/>

**Computer History**

How did we get from punchcards to PDAs? Find out in this BrainPOP movie, as Tim and Moby guide you through the history of computers. See examples of early counting devices and discover what the earliest programmable machines did. Find out how punch cards became the earliest form of programming, and how this technology was used during the United States’ 1890 census. Learn about three of the very earliest computers, and watch as developing technology shrank the computer down from 10,000 pounds to the size of your fingernail. Finally, discover two inventions that made computers practical and accessible, and learn about the technology that’s just around the corner!

<http://www.brainpop.com/technology/computersandinternet/computerhistory/preview.weml>

Grade 5

Ohio Library Guidelines

* Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8)

**CommonSense**

Digital Life

* Rings of Responsibility
  + Consider their responsibilities to their offline community.
  + Reflect on their responsibilities to their online communities.
  + Learn that good digital citizens are responsible and respectful in the digital world (and beyond).
* **Group Think**
  + **Learn that people their age sometimes think and behave differently in groups.**
  + **Try to understand the feelings of someone is the target of cyberbullying.**
  + **Generate ways to be upstanders when faced with cyberbullying.**
* Writing Good Emails
  + Communicate effectively by email, taking into account the purpose and audience of the email and the message they want to convey.
  + Modify emails that are unclear.

**CyberSmart**

* Cyber Citizenship
  + Define cyber citizens as members of a globally-connected community
  + Describe some responsibilities and privileges of cyber citizens
  + Explain how the power of the Internet enables people all over the world to share opinions
  + Describe school district's Acceptable Use Policy (AUP)
  + Describe consequences of misusing school computers/network
  + Identify need for Acceptable Use Policies
  + Explain how the Internet makes it easier to be a good citizen
  + Explain how to use E-mail to communicate with community leaders
  + Recall safety rules for protecting private information when using Web mail
* Communication Inventions
  + Give examples of communications inventions, including the Internet
  + Describe advantages and disadvantages of communication inventions of the past and present
* What is Cyberspace?
  + Differentiate cyberspace from actual places and fantasy places
  + Draw a map, visually representing their conception of cyberspace within the U.S.
  + Infer that communication through computers connected to the Internet is common to all cyberspace experiences
* Cyberbullying
  + Analyze messaging behaviors that could be considered cyberbullying.
  + Define *bystander* and compare helpful and harmful bystanders.
  + Publish a Bystander to Cyberbullying pledge.
  + Explain that, just like in the face-to-face world, there are good and bad places and people in cyberspace.
  + Describe and compare comfortable and uncomfortable feelings.
  + Identify strategies for responsibly managing uncomfortable online situations.
* Netiquette
  + Recognize good and bad manners when using E-mail
  + Edit an E-mail message to demonstrate understanding of good manners

**Activities / Components**

CommonSense Media

* [Rings of Responsibility](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/K-5-DigitalLife-RingsResponsibility-LessonPlan.pdf)

|  |  |
| --- | --- |
| 1. Brainstorm about the communities they are a part of. 2. Sit in circles representing each ring of responsibility, and stand up to answer questions about responsibilities to these rings offline and online. 3. Make connections from different scenarios to the correlating ring of responsibility. 4. Draw comic strips showing the consequences of irresponsible behavior online | 1. My Rings of responsibility student handout 2. Save the Day! Student handout |

* [**Group Think**](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/K-5-ConnectedCulture-GroupThink-LessonPlan.pdf)

|  |  |
| --- | --- |
| 1. **Examine the role of a bystander versus and upstander in a group cyberbullying situation.** 2. **Understand the feelings of someone who is cyberbullied.** 3. **Write a class pledge about what they will do if they witness cyberbullying.** | 1. [**What Would You Do student handout**](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/K-5-ConnectedCulture-GroupThink-WhatWouldYouDo-Handout.pdf) 2. [**Stand Up student handout**](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/K-5-ConnectedCulture-GroupThink-StandUp-Handout.pdf) |

* **Extension: Students find a news story about cyberbullying and identify the cyberbully, the target, and the bystander then share with the class.**
* **Homework:** [**Webonauts Internet Academy**](http://pbskids.org/webonauts/) **for parents and educators (PBS)**
* [Writing Good emails](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/K-5-ConnectedCulture-WritingGoodEmails-LessonPlan.pdf)

|  |  |
| --- | --- |
| 1. Recognize that facial and vocal cues are absent in online and email communication 2. Learn tips about goof ways to communicate by email. 3. Edit an ineffective message to make it more effective. | 1. [Say It Right student handout](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/K-5-ConnectedCulture-WritingGoodEmails-SayItRight-Handout.pdf) |

* Extension: Write a sample email that is purposively ineffective, switch with a classmate, and then rewrite them to be better.
* Homework: Share good email tips with parents, and then review an email that a parent or family member has written and assess its effectiveness.

**CyberSmart**

* Cyber Citizenship

|  |  |
| --- | --- |
| 1. [Citizens of Cyberspace](http://cybersmartcurriculum.org/mannersbullyingethics/lessons/4-5/citizens_of_cyberspace/) | 1. [Citizens of Cyberspace student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Citizens_Of_Cyberspace.pdf) |

* Students learn that Internet users are citizens of a global community with the power to share ideas with people around the world.

|  |  |
| --- | --- |
| 1. [Understand Your Acceptable Use Policy](http://cybersmartcurriculum.org/mannersbullyingethics/lessons/4-5/understand_your_acceptable_use_policy/) | 1. [Understand Your AUP student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Understand_Your_Acceptable_Use_Policy.pdf) |

* Acceptable Use Policy (AUP) contracts encourage responsible behavior by students and staff and give administrators enforceable rules for acceptable use of school computers. Students will interpret and make inferences about their school's AUP.

|  |  |
| --- | --- |
| 1. [Speak Out!](http://cybersmartcurriculum.org/mannersbullyingethics/lessons/4-5/speak_out/) | 1. [Speak Out! student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Speak_Out.pdf) |

* Students learn that, as citizens of their country, they have a responsibility to speak out on important issues and that the Internet provides easy ways to do so.
* Communication Inventions

|  |  |
| --- | --- |
| * + 1. [Great Communicators](http://cybersmartcurriculum.org/challenges/lessons/4-5/great_communicators/) | * + 1. [Great Communicators student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Great_Communicators.pdf) |

* + Students consider great communications inventions, including the Internet, and assess advantages and disadvantages of each.
* What Is Cyberspace?

|  |  |
| --- | --- |
| 1. [Cyberspace Country](http://cybersmartcurriculum.org/challenges/lessons/4-5/cyberspace_country/) | 1. [Cyberspace Country student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Cyberspace_Country.pdf) |

* Students contrast cyberspace with actual and fantasy places, learning that cyberspace is where *real* people connect using computers and *real* experiences take place. Then they visually express their understanding of the geography of cyberspace in the U.S.

* **Cyberbullying**

|  |  |
| --- | --- |
| 1. [**Group Think**](http://cybersmartcurriculum.org/cyberbullying/lessons/4-5/group_think/) | 1. [**Group Think student handout**](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Group_Think.pdf) |

* **Students learn that sometimes youths in groups think and behave differently than they would if each person was alone. They examine the role of the bystander in cyberbullying situations and develop an ethical pledge for bystanders.**

|  |  |
| --- | --- |
| 1. [**Be Comfortable**](http://cybersmartcurriculum.org/cyberbullying/lessons/4-5/be_comfortable/) | 1. [**Be Comfortable student handout**](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Be_Comfortable.pdf) |

* **Students learn to recognize feelings of discomfort and how to responsibly manage uncomfortable situations in cyberspace.**
* Netiquette

|  |  |
| --- | --- |
| 1. [Good Email Manners](http://cybersmartcurriculum.org/mannersbullyingethics/lessons/4-5/good_email_manners/) | 1. [Good Email Manners student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Good_Email_Manners.pdf) |

* Students learn good manners dos and don'ts when sending E-mail.

**Additional Resources**

**Digital Citizenship Intro** (video, 2:24) <http://vimeo.com/16366619>

**BrainPOP**

Digital Etiquette: <http://www.brainpop.com/technology/computersandinternet/digitaletiquette/>

Cyberbullying: <http://www.brainpop.com/technology/computersandinternet/cyberbullying/>

**Email and IM**

You’ve got mail! In this BrainPOP movie, Tim and Moby introduce you to the mysterious workings of email and IM. You’ll find out about the program your computer uses to read, write, and receive mail, and the simple definitions of complicated-sounding terms like SMTP and POP. You’ll learn where the addresses of computers are stored on the Internet, and see how YOUR computer goes about contacting your friends’ computers. Also, you’ll discover the differences between email and instant messaging, and how your IM client knows who’s online and available to chat! Finally, you’ll get a few important safety tips for all online communication. Now you’re ready to send!

<http://www.brainpop.com/technology/computersandinternet/emailandim/preview.weml>

**Blogs:** <http://www.brainpop.com/technology/computersandinternet/blogs/>

**Computer History**

How did we get from punchcards to PDAs? Find out in this BrainPOP movie, as Tim and Moby guide you through the history of computers. See examples of early counting devices and discover what the earliest programmable machines did. Find out how punch cards became the earliest form of programming, and how this technology was used during the United States’ 1890 census. Learn about three of the very earliest computers, and watch as developing technology shrank the computer down from 10,000 pounds to the size of your fingernail. Finally, discover two inventions that made computers practical and accessible, and learn about the technology that’s just around the corner!

<http://www.brainpop.com/technology/computersandinternet/computerhistory/preview.weml>

Grade 6

Ohio Library Guidelines

* Take notes, organize information into logical sequence and create a draft product (e.g., report, research paper, presentation). (IL:E:8)

* Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:10)

**CommonSense Media**

Connected Culture

* Chart It
  + Be able to imagine the motivations, feelings and intentions of others online.
  + Debate the level of harm and intentionality involved in online exchanges.
  + Propose constructive solutions to online inter-personal dilemmas that exemplify ethical behavior.

**CyberSmart**

* Cyber Citizenship
  + Explain how the Internet is a powerful tool for disseminating both positive and negative ideas
  + Explain that it is difficult to tell if a Web site represents the opinion of one person or thousands of people
  + Relate the privileges of cyber citizenship to the responsibility of adhering to an acceptable use policy

**Activities / Components**

**CommonSense Media**

* [Chart It](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/ConnectedCulture_ChartIt_LessonPlan.pdf)

|  |  |
| --- | --- |
| 1. View *Intro Video - Our Connected Culture* 2. Participate in life-sized Ethics Chart | 1. [*Intro Video - Our Connected Culture*](http://www.commonsensemedia.org/educators/lesson/chart-it-7-8) 2. [You Chart It Handout](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/ConnectedCulture_ChartIt_Handout_YouChartIt.pdf) |

* Extension: Invent Chart It scenarios.
* Homework: Plot Chart It scenarios with parents.

**CyberSmart**

* Cyber Citizenship [*see* Library Awareness(?)]

|  |  |
| --- | --- |
| [Power & Responsibility](http://cybersmartcurriculum.org/mannersbullyingethics/lessons/6-8/power_and_responsibility/) | [Power & Responsibility student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/6-8/Power_And_Responsibility.pdf) |

* + Students consider the power of the Internet to disseminate positive and negative ideas of individuals, as well as large organizations. They relate the privileges and responsibilities of cyber citizenship to their school's Acceptable Use Policy (AUP).

**Additional Resources**

**BrainPOP**

* **Social Networking**

Millions of people worldwide have joined online social networks. And in this BrainPOP movie, Tim and Moby explain what all the fuss is about! For starters, you’ll find out exactly how social networks bring people together, and why so many users have signed up. You’ll discover what some of the largest, most popular social networking sites are all about, and how you and your friends can use them to update one another about your plans and activities! Finally, Tim tells you why it’s important to protect your privacy when you use social networking sites, and also gives you a few valuable tips to help you stay safe--and have fun!

<http://www.brainpop.com/technology/computersandinternet/socialnetworking/preview.weml>